

IMPROVING STUDENTS' RECOUNT TEXT WRITING ABILITY THROUGH GUIDED QUESTIONS TECHNIQUE

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Abstract : Using guided questions technique in teaching recount text writing was effective to improve the achievement in writing a descriptive text. Based on the field note and observation check list table the writer got the information from the teacher as her collaborator about the real problems faced by the students in teaching process. Therefore from the first cycle to the third cycle the writer identified the problem in each cycle. At the first cycle, most of the students had problems in understanding the question words used. It was the reason why the students could not answer the questions correctly. The second problem was most of the students did not use the simple past tense. They used verb in present form to the positive sentence even though their sentences related to the past events. At the second cycle, the teacher re-taught the questions word and explained about the simple past tense. There were improvements on students' writing. Most of the students could answer the questions and write the sentences in past form. At the third cycle there were more improvements on students' recount writing, but there were still students who still needed special attention from teacher because of their low achievement. The result was better than the second result. The score of the third test was 63.1. It means the MLA at 60 could be achieved. There was also students' achievement on their mean score in each cycle. Through this research the writer shows that the students' recount writing can be improved by guided questions technique.

Keywords : recount, guided questions teaching technique

Abstrak : Penggunaan teknik pembelajaran *guided questions* dalam pengajaran menulis teks recount efektif untuk meningkatkan pemahaman siswa akan teks recount. Hal ini dibuktikan dari hasil belajar siswa dari siklus pertama sampai siklus ketiga. Melalui penelitian ini penulis dapat menunjukkan bahwa kemampuan siswa menulis teks recount dapat meningkat dengan menggunakan tehnik pembelajaran *guided questions*. Berdasarkan *field note* dan *table observation*, penulis bersama dengan kolabotor medapatkan kesulitan yang dihadapi siswa di setiap siklusnya. Pada siklus pertama sebagian besar siswa mengalami kesulitan untuk menjawab pertanyaan karena tidak memahami penggunaan kata tanya. Oleh karena itu penulis mengajarkan bagaimana menjawab pertanyaan berdasarkan kata tanya yang digunakan pada siklus kedua. Pada siklus kedua, permasalahan yang muncul adalah sebagian besar siswa masih melakukan kesalahan dalam

mengubah kata kerja karena mereka tidak memahami *simple past tense*. Kemudian pada siklus ketiga penulis mengajarkan kembali tentang *simple past tense* beserta perubahan bentuk kata kerja. Pada siklus ketiga sebagian besar siswa sudah dapat menulis kalimat dalam format masa lampau dengan baik dan benar. Sebagai hasilnya, pada siklus ketiga siswa bisa mencapai nilai rata rata 63.7 yang berarti sudah melewati standard ketuntasan 60. Terdapat juga peningkatan nilai mean pada setiap siklusnya. Nilai mean mengindikasikan bahwa kemampuan siswa dalam menulis teks recount meningkat dengan menggunakan tehnik guided questions.

Kata kunci : deskripsi, tehnik pembelajaran kontekstual

One of the subjects taught in teaching English is writing. In teaching writing teacher should give many teaching activities. It is because to be able to write something relates to the topic, students need to have writing experience. In writing something, students not only should write something based on the topic given, but also should consider with certain rules in writing, such as the used correct punctuation and the used of correct sentence structure.

The purpose of teaching writing is to improve students' ability to function effectively in such written context. It means that in teaching writing teacher should be able to teach on how writing something based on the text type. In teaching writing a certain text type, teacher should explain about the grammatical features that are commonly used in the text, the generic structures of the text and the ideas development related to the writing topic. Therefore, teaching writing should be done in some process before students can develop their own writing. Students need a lot of practices to apply their writing ability. Commonly the problem faced by students in writing is to develop ideas. They do not know how to arrange their ideas in a good structure. Hence the teacher must be able to apply teaching technique to solve the students' problem.

Based on the result of pre-research on the eighth grade students of SMP Islam Immaduddin, most of the students' did not achieve to the minimum level of achievement (MLA) of KTSP (Kurikulum Tingkat Satuan Pendidikan) when they have made a writing text. The students' score achievement was less than 60 (MLA score criterion). This result was taken from the test, conducted before the writer planned the classroom action research (CAR) on this subject. This test is called diagnostic test because the aim of this test is to know the students' MLA score as their prior knowledge and ability on the writing. Most of the students in this school had problems when they have to choose the appropriate idea they have to write. Therefore teacher at this school should choose the appropriate teaching technique in teaching writing.

Based on KTSP, one text must be learnt by the eighth students is recount text. In KTSP, recount text is defined as a text that retells events in purpose of informing or entertaining. Recount text is a text genre must be learnt based on KTSP. Therefore the teacher needs to find the appropriate teaching technique to improve the students' ability in writing recount text.

In the recount text there are three generic structure, orientation, event and reorientation. In orientation the main focus is on answering the question what/who, when and where. Therefore the writer believes that by giving guided questions with what/who, when and where related with the topic. By answering the questions, the students could easily arrange the orientation aspect by using the answers that they have had. This technique can help the students to solve their obstacles in developing ideas. In events, the guided questions also can help the students in determining the events that they want to develop. By answering the question, such as what happened next, the students can develop their writing ideas in sequence and related to the topic. Finally for the orientation, by answering the question such as what did you do, the students could tell about the events in their travelling for their recount text. In this research the writer used wh- questions as guided questions in helping the students to arrange the sentences in a good order. The writer wished that by using the guided questions the students would be able to develop a simple text of recount text by using the answers of the guided questions given, because most of the students at the eighth grade feel it was difficult to develop their own sentences.

The writer applied classroom action research in conducting this research. Cohen et al (2005:226) stated that action research is a powerful method to change and to improve at the local level. It means the focus of classroom action research is on the process of teaching learning so the students' recount writing achievement can be improved. The research was started with identification of problem area, collection and organization of data, interpretation of data, action based on data, and reflection.

In reference to the explanations above and the strong desire of finding the solution of these problems, the writer conducted a classroom action research on the eighth grade students of SMP Islam Immaduddin, particularly in writing ability. Thus, in developing the writing ability in the classroom, the writer used guided questions as the teaching technique which technique used several guided questions for the students that are related to the time order or chronological order in recount text.

In addition, it is hoped that the technique can improve the students' ability in recount text writing because this technique could explore the students' thoughts to develop the ideas into recount text paragraph writing.

When conducting the research the writer made the field note of the first cycle. In teaching recount text by using guided questions in this research, the writer faced that most of the students got problems because they did not understand how to answer the question given and change the verb into past form at the first cycle. It means that at the second cycle the teacher re-explained the questions words and simple past tense. Based on the result the writer concluded that all of the students still did not understand on how answered the questions, therefore their writing result still bad. The field note recorded that in pre-activity, teacher needed to give the motivation questions that can encourage students to open their mind about the material would be discussed. In whilst activity, teacher needed to explain the example clearly. She should discuss the examples one by one and in detail so all the students could understand the wh-

questions and the personal recount text. In closing activity, teacher needed to give more explanations to the students on their problems in understanding the wh- questions and personal recount text.

On the second cycle, when doing the correction, the writer found that most of the students could answer the questions correctly in simple past tense. Therefore their sentences on their recount writing almost correct grammatically. Based on the observation checklist table done by the teacher observer the writer identified that some of the students who could not achieve the MLA did not active and enthusiastic in teaching learning process, therefore the writer should be able to get closer to those students to know what their problems are in teaching learning process. The writer could also understand why they were not active in teaching learning process. Based on the field note of the first cycle at the second cycle the teacher re-explained the questions words and simple past tense. As the result, at the second cycle most of the students could answer the questions given correctly in the past tense form. The problem of the second cycle was most of the students did not change the verb form into past form.

In the third cycle the field note recorded that there were some improvements done the teacher so the students' writing achievement could be achieved. Even though there were also some students needed special attention and guidance. Teacher should personally being close to the students so she could understand the reason of the students' problem in teaching learning process.

METHOD

In this research the writer conducted classroom action research. Watts (1985 :118) quoted from Eileen Ferrance said that classroom action research is a process in which participant examine their educational practice systematically and carefully, using the techniques of research. Hopkins (1985:32) and Ebbut (1985:156) suggest that the combination of action and research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice.

Kemmis and McTaggart (1992:10) argue that doing the action research means planning, acting, observing and steering decision-making and practice. Action research works if the changing individual equally with culture of the groups, institution and society where they come from. For example by applying steps in cycles of action research teacher can analyze the weaknesses of teaching learning process and the students' learning achievement. By having the result of the analysis teacher can use the appropriate teaching technique and can focus to the weaknesses. The improvement can be happened in each cycle. The subjects of this research are the eighth grade students of SMP Islam Immaduddin Sungai raya in the academic year 2012/2013. The writer selected the entire students who had difficulties to develop a simple text of recount as the subjects of this research, which the number of students of this grade is 19. In collecting the data the writer applied measurement test and observation. The tools of data collecting of this research used two research instruments, first was the essay writing test form based on the scoring rubric which was adapted from Heaton's scoring rubric. The second was an observation checklist table and field note which

accessed the teacher and students' teaching learning behavior. This checklist table and field note was filled in by a collaborator who observed the students' activity during the learning process. The students were instructed to write a recount text based on the themes/titles given. The students' score of recount text writing were calculated based on the criteria in the rubric score of recount text writing.

RESULT AND DISCUSSION

Result

The classroom action research had been conducted by the writer through guided questions technique to solve the students' problem as well as improving students' recount writing skill. This was conducted in three cycles. The teacher implemented the guided questions in guiding the students to find out the ideas in writing recount text. Then, the writer asked the students to do the writing tasks based on the answer of the students. After that, the writer computed the individual students' score to obtain the score. Also, both the writer and collaborator observed the students' behavior during teaching learning process. In addition, the collaborator helped the teacher to make a note about what were happening in the classroom in order to obtain objective data. Then, what was recorded through participant observation was put in field notes. All these steps had been done in order to obtain the research findings.

In the first cycle the writer identified that most of the students did not active and enthusiastic in teaching learning process, therefore the writer should motivate the students to be more active in teaching learning process. When conducting the research the writer made the field note of the first cycle. In teaching recount text by using guided questions in this research, the writer faced that most of the students got problems because they did not understand how to answer the question given and change the verb into past form at the first cycle. It means that at the second cycle the teacher re-explained the questions words and simple past tense. Based on the result the writer concluded that all of the students still did not understand on how answered the questions, therefore their writing result still bad. Based on the field note as the correction for the teacher what she should do on the next cycle. The field note recorded that in pre-activity, teacher needed to give the motivation questions that can encourage students to open their mind about the material would be discussed. In whilst activity, teacher needed to explain the example clearly. She should discuss the examples one by one and in detail so all the students could understand the wh- questions and the personal recount text. In closing activity, teacher needed to give more explanations to the students on their problems in understanding the wh- questions and personal recount text.

In the second cycle the writer re-taught the questions words in the questions. In this cycle the field note recorded that in the pre-activity, teacher had to control the class therefore some students who faced difficulties in doing the assessment on the second cycle could understand the topic would be discussed. It means the teacher should recognize the students who still got problem to open their mind in teaching learning process. In the second cycle the writer identified based on the record from the field note that there were some students still got problem in

understanding how to write the personal recount text in correct simple past tense form. They still made some mistakes in using verb two in the positive sentence of simple past tense. They still used verb one even though they told the past experiences. It means on the third cycle the writer would re-taught the simple past tense. In the third cycle the field note recorded that there were some improvements done the teacher so the students' writing achievement could be achieved. Even though there were also some students needed special attention and guidance. Teacher should personally being close to the students so she could understand the reason of the students' problem in teaching learning process.

Discussion

Based on the research problems of the research, the purpose of this research was to know how guided Questions Technique improved students' recount text writing ability. It means the function of guided questions were as a control and as a guidance for the students to draw the writing ideas in sequence. The answer of the guided questions used as the writing concept for the students. The answers of the guided questions given used as a guide for the students how to develop ideas in recount writing.

This classroom action research was conducted in three cycles with four main stages – planning, acting, developing, and reflecting. The students kept improving step by step in each cycle until they fullfilled all indicators of success.

In this research the writer applied guided questions as one technique in teaching recount text. One teaching writing activity to practice students' ability in writing recount is guided question. The guided question used as control to guidance the students to write a recount text writing based on the topic given. By using the guided question students could have the guidance how to develop their ideas in writing recount text in good order. It is because the students wrote the ideas based on sentences they made as the answer of the guided questions.

At the first cycle, most of the students had problems in understanding the question words used. It was the reason why the students could not answer the questions correctly. The second problem was most of the students did not use the simple past tense form. They used the verb one to the positive sentence even though their sentences relate to the past events. At the second cycle, the teacher re-taught the questions word and explained about the simple past tense. There are improvements on students' writing. Most of the students could answer the questions and wrote the sentences in past form. At the third cycle there were more improvements on students' recount writing. The result was better than the second result. The improvement showed that most of the students could achieve the MLA score, 60. It means that the action hypothesis which stated guided questions technique improves the students' recount text writing ability is accepted.

Then in the research, the writer made observation check list tables of important point related to the used of guided questions in teaching learning process. In teaching recount text by using guided questions in this research, the writer faced that most of the students got problems because they did not understand how to answer the question given and change the verb into past form at the first cycle. Therefore at the second cycle the teacher re-explained the

questions words and simple past tense. As the result, at the second cycle most of the students could answer the questions given correctly in the past tense form.

The problem of the second cycle was most of the students did not change the verb form into past form. Because of that at the third cycle the teacher explained a little about simple past tense. As the result at the third cycle most of the students wrote the sentences in past tense form.

The improvement showed that guided questions technique improves the students' recount text writing ability.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the classroom action research it can be concluded that in this research the students could understand how to write personal recount by using the answers done by the students. They were active to be involved in writing activities, because they could understand how to get idea in their personal recount writing. Commonly they faced problems on how to get the idea to write, so they did not have any good motivation in writing. By knowing how to get and develop idea, the students can be motivated to write personal recount.

The writer recorded that in teaching, teacher should also give more attention to some students who still got problems in writing. Teacher not only explained the lesson, but also personally got closer to them. Therefore teacher could understand what their real problems in teaching learning process.

Guided questions was very useful technique since it provides the students with various writing activities and interesting media. These help the students to solve their problems concerning developing ideas in writing, the use of past tense and vocabulary. Ultimately, leading the students to produce creative recount text, which is original, unconventional, and expressive.

Suggestion

Based on the result of the research, the writer would like to make the following suggestions:

In teaching recount writing teacher can apply guided questions teaching technique. It is because guided questions could improve the eighth grade students of SMP Islam Immamudin Pontianak in writing recount text. It is suggested based on the result of this research

1. In teaching learning process, the students need special attention from the teacher, so teacher should be a problem solver and good supervisor for the students to motivate them in learning the lessons, especially English. The teacher can help the students by getting closer to the students. Teacher should also teach personally to the students who still have problems in teaching learning process.
2. Teacher should be more creative in maintaining the teaching learning process. The teacher should be able to choose the technique that is applicable based on the students' grade and language level. The appropriate teaching technique can help to understand the teaching material easily. In choosing the teaching technique, teacher needs to learn

a lot. Teacher should be also be active by joining the teachers' forum or training that can help the teacher to develop his or her teaching skills.

3. Teacher should be able to manage the classroom writing activity effectively in order to create a nice and conducive atmosphere during the teaching learning process. The process should be able to be achieved the teaching learning purpose. Teacher can create a nice and conducive of writing class if the students can follow the teaching learning process actively. Students can also enjoy teaching learning process if they can write easily. Therefore teacher should be able to use the interesting teaching technique, such as guided questions in teaching recount text.

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